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ABSTRACT

This is a manual for the Professional Development Seminar (PDS), a required course for all freshmen and transfer students in the College of Education at the University of Wisconsin, Oshkosh. The manual states the PDS provides a way for beginning students in education to come into academic and social contact with a faculty member in the College of Education. The manual has been designed as a suggestive resource for seminar leaders. It begins with a list of the eight major purposes of the course, and then presents suggestions for class assignments such as (1) topics for reflections by students, (2) activities that will help students get to know one another, (3) ground rules for discussions, and (4) lesson plans on various topics. Also included in the manual are items relating to the past successes of the course, for example (1) a student feedback form, (2) effective strategies used by PDS staff members, (3) a list of field trips and activities, and (4) types of social activities conducted. A list of additional resources is also contained in the manual. (RC)

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THE PERSONAL DEVELOPMENT SEMINAR HANDBOOK

Some background, objectives and helpful
suggestions for instructors and students

Compiled by Professor Weisse and Dean Bowman
from contributions from many faculty PDS leaders.

Please contribute suggested activities that work for
you so that they may be included in this handbook.

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August 1975

SP009 772

The PDS - Professional Development Seminar - now required of freshmen and transfer students in the College of Education - was the main component of a research project in the late 1960's designed to help students be successful during their first year on campus. The results of the research argued loudly for assimilation of the PDS component into the mainstream of teacher preparation curricula at UW-O. An experimental year with large numbers of freshmen enrolled in the PDS and a control group not enrolled provided several findings: grade point averages of freshmen enrolled were somewhat higher than in previous years; the positive self-concept of those enrolled increased more than that of the control group over the same period; the PDS experience appeared to enhance a healthy view of self in relation to other people. A survey of 550 students enrolled in PDS one semester revealed overwhelming support for its continuance. Over 80 percent of those surveyed indicated that it was the best or one of the best course experiences during that year in college.

The PDS has historically been related to the first course in education Orientation to Public Education. Many years ago when enrollments were considerably smaller this was a two-credit course including two discussion sessions and one laboratory hour. The discussion sessions were limited to under 25 or 30 students and the laboratory hour provided many opportunities to visit schools or engage in activities related to personal development. The PDS took the place of one discussion hour - with a limit of 15 students - and the other hour was handled as a large lecture section and then later as a televised self-paced section. The laboratory hour was dropped.

Presently the PDS is a required one-hour module as is the one-hour televised section with some additional module options available to students on an elective basis. Though housed and operated in the Educational

Foundations department, the PDS is considered a college-wide responsibility, and each department is urged to assign some faculty members to a PDS. College administrators also volunteer to handle a PDS and are usually teamed with a newly appointed faculty member.

The Professional Development Seminar is really a structure for a group of beginning students in Education to come into academic and social contact with a faculty member in the College of Education. It has evolved as a means of meeting the human needs of entering students as they encounter the university environment and as they initiate a teacher preparation program. This manual has been designed not as a prescriptive guide for staff, but as a suggestive resource for seminar leaders. The staff of the College of Education has many fine professors who can help locate an idea or aid in clarifying ideas. New faculty PDS leaders should feel free to check with staff formally or informally for suggestions and help.

The total faculty at the University offers a very rich, diverse resource of talent and ideas. Schools near the University and particularly the Education Center offer the PDS leader fine resources for observing elementary, middle school, and high school students at work in a learning environment. PDS leaders must clear all visititions through the Field Experience Office to ensure coordination and avoid overuse of any particular school facility.

The basic textbook that students use in 12-111 also has some professional development activities that have been found useful by some leaders. PDS leaders can contribute to this manual by including activities they have found to be successful. Selective borrowing seems to be an earmark of teachers who succeed. This manual, the basic 12-111 text, and the books cited at the end of the manual are attempts to share what works for some leaders in the Professional Development Seminar.

MAJOR PURPOSES OF THE PROFESSIONAL DEVELOPMENT SEMINAR

1. To know self and the relationship of self-concept to the career choice as teacher. Several self-assessment activities and activities that relate to teaching characteristics will give the student some idea of professional expectations and at the same time provide an opportunity to check these expectations out against knowledge of self.

2. To build seminar rapport and positive social relationships. Different kinds of ice breakers can be used. One involves students pairing off, interviewing each other, then introducing each other. Another example is the Positive Focus Game. A person agrees to list things others can do to make him feel good about himself. Then the group responds to his list in as positive and supportive way as possible. Informality and flexibility of structure should be the order of the day. Early parties or get-togethers at a faculty member's home helps achieve this purpose.

3. To build a strong identity with the College of Education. Identification with the College of Education (or another school or college) can be built in many ways -- meeting and talking with faculty members, working as a student assistant or serving in some volunteer capacity within the college, reading about programs or studying particular programs, touring facilities, etc. In a College of Education seminar discussions about teaching, the teacher education programs, the experiences of students with formal education, and staff accomplishments can help achieve this purpose.

4. To provide group and individual counseling and advisement. The concept of a faculty advocate for students is central to this purpose. The student needs to feel that his personal seminar leader is not only able to give or get the best possible advice for the student, but that he is always ready to "go to bat" for the student. Close cooperation with the student's advisor, or an advisement office, and the materials they have available will be helpful. Referrals to a counseling center or a testing center are important, but the seminar leader needs to call for an appointment or take the students to the center. On occasion the Personal Development Seminar leader must even confront a faculty member with the alternative of going to his department chairperson or dean, should this be necessary in the interests of legitimate advocacy. Sometimes it means confronting the student in a caring way with his/her own roadblocks to effective human relations.

5. To provide reading and study skill aid. It is not usually sufficient to just tell about a reading and study skills center on campus, but it is necessary to give students an introduction and orientation to its benefits. There are many study skill suggestions available at such centers or available commercially. These can be obtained and discussed with students. Demonstrating the use of the cassette tape recorder in improving lecture note-taking can be helpful, as can be faculty advice on preparing themes or speeches, preparing for tests, reviewing and organizing.

6. Opening channels of communication between students and faculty members. Students' professors can be invited as guests at a seminar to discuss problems students are having and what might be done to help. Frequently the leader and other students in the seminar can make valuable suggestions regarding particular courses or how to meet the demands of particular instructors. Professors' participation in seminar parties or social get-togethers have proven to be helpful in humanizing the educational process.

7. To develop the art of "schoolsmanship." Schoolsmanship covers a wide range of things from knowing what to say to the professor and when to say it, to examining sample test files and availing oneself of University services, to knowing one's way around the Financial Aids Office and the University registration and programming procedures. Anything which falls within the limits of legitimate "know how" to "make it" in college is covered here.

8. To encourage articulation improvement and develop student responsibility and leadership. Some seminars should be free-wheeling discussions of issues important to students -- an academic problem several share, dorm life, pollution, employment outlook -- especially if they are of current concern to the students. In all such discussions the students should be encouraged to take leadership for directing the discussions. Students seem to be both willing and able to assist other students in solving their problems or at least discussing alternate solution possibilities.

There are, of course, many secondary objectives about which the Professional Development Seminar is concerned and objectives growing out of the needs of a specific group. There are also many approaches to the conduct of sessions depending upon the personality and teaching style of the seminar leader. However, an atmosphere of warmth, friendliness, concern, and openness appears to be essential to successful sessions.

JOURNAL FOR PROFESSIONAL DEVELOPMENT SEMINAR

A personal journal is something that students in Professional Development Seminars might be required to do, but as a leader you should give them the freedom by promising and keeping that promise that you will not read them unless they consent. I think that if you build a personal relationship with the students you will find them eager to have you (but no one else) read the journal. Students will especially respond to this sharing if you will be open with them and share your own feelings on the fourteen topics presented. You may wish to make your own topics for discovering self in the Professional Development Seminar. Not only will the students benefit from these exercises, but I have discovered that the beauty of people, with their troubles, hopes and times of joy have helped me in having meaningful communications with students.

The following fourteen topics for reflection may seem directed to the intellect but the purpose is basically to recapture emotions. The emotional content of the response is what will be unique in the journal. Read over the questions given here and then listen to your own answers and emotional reactions. Verbalize these as vividly as possible in your journal. It is through the communication of your feelings that you will most effectively communicate yourself to your Professional Development Seminar Leader.

1. THE REAL PERSON AUTOBIOGRAPHY
   In order to understand in depth the real person there is a need to probe into the essential things that make one unique. Write ten statements that reveal the person under all the costumes and roles that are rather obvious external facts visible to all who know you. For example, you might write "The turning point of my whole life was when my father died."

2. MEMORIES FROM PAST SCHOOL EXPERIENCES
   Most people who want to teach have warm memories of their schooling experience, but some fear memories of the past and are concerned that the ghosts and skeletons from the schooling experience will come back to haunt. Probe your memories of your ethnic, socio-economic background, race, or religion and the reaction that your condition in life had from your peers and your teachers. Does this remembrance bring forth feelings of failures, rejection, guilt, success, acceptance, or confidence? How do you feel about seeing your school or high school friends now? Do you want to bring up the past, or would you rather bury it? When all things are considered about the past you recollect, do you feel cheated or privileged, resentful or grateful?

3. TEACHING AND PERSONAL EMOTIONAL NEEDS
   Some who enter teaching are there to seek an unfulfilled need that may have developed early in life. Probably one of the greatest needs that humans have is to love another person. Love asks, however, "What do you need me to do, or to be, for you?" Are you asking your students to be or do something for you -- or are you going to fulfill their needs by doing or being something for them? What is it that you need? What is it that you can give, or be, to another?

4. THE TEACHER AS AN OBJECT OF LOVE
Many teachers experience students who approach them at some point with sincerity and say in one way or another to the teacher, "I love you." How will you react interiorly when a student confronts you with a sincere expression of love? Will you be able to accept this love happily and with joy, or will you become uncomfortable and feel that you can no longer be yourself in order not to disillusion that student and lose that love?

5. THE TEACHER AS A FEELING HUMAN BEING
The way a teacher feels about self will play a role in how he/she relates to others. Call up the most valid feelings you have about yourself by closing your eyes for a minute and imagine yourself coming out of the school where you teach and meeting a group of students and relating to them. Use your imagination to watch and listen to yourself. What is your reaction when a student asks you to do a favor? When a student pays you a compliment? When a group of students laugh at you? Do you like or dislike yourself as teacher? How does this compare with other teachers? Would you like to have yourself as a teacher? In the journal share your reactions to the feelings that you isolated about yourself. For example, you might write something like, "I liked myself as a teacher, but feel embarrassed to acknowledge this."

6. THE TEACHER TELLS SOMETHING ABOUT HIMSELF BY THE COSTUME THAT IS CHOSEN
There is some sort of "professional code of dress" which changes from community to community and is sometimes disregarded by the teacher. Some say that every costume makes a statement. Are you trying to say something or reveal something about yourself by the colors and styles that you choose? What is the statement that you are trying to make? Do you adopt the "in" fashions because you feel obligated to conform or is your clothing purely a matter of enjoyment to you? Do you choose and wear your costume more to please yourself, someone else, or others in general? Do you like your clothing to be functional or decorative? Do you feel self-conscious when others turn and look at you because of your costume? Share your feelings when you think about clothing and about what you are saying by the way you dress.

7. THE TEACHER AS A HUMAN BEING WHO HAS AREAS OF WEAKNESS
All teachers are human and have those weaknesses that are a part of the human condition. Seeing and accepting one's own weakness may help to accept and forgive the weakness in others. What mode of operation do you use to rationalize and justify your mistakes? How do you feel when you are caught in some form of failure? How do you feel about the undeniable weaknesses of your past life? Do you fear future failure? Which specific weakness (shyness, excessive drinking, explosions of temper, lack of expressive vocabularly, etc.) causes you the most emotional discomfort? Do you think it will be easier to accept and forgive your students than it is to accept and forgive yourself?

8. THE TEACHER AS A REFLECTION OF PERSONAL POSSESSIONS
Material things, personal qualities and abilities are possessions that school administrators, teachers, and students have which cause emotional reactions. In terms of your emotional reactions, are your possessions material things, or are your riches, qualities and abilities inside you?

In case of a fire, what one thing would you be sure to take with you? Share your feelings about this object and try to explain why you feel attached to it. Are the material things you possess an extension of yourself? How do you feel when you are introduced to a person who you know is considerably wealthier than you? Do you feel somewhat differently when introduced to someone with much less wealth than you have? Share those personal abilities that you most rely on, take greatest pleasure in, and would most hate to lose.

9. THE TEACHER HAS A NEED FOR PERSONAL RENEWAL
The day to day routine of teaching needs to be broken up with some sort of renewal activity. Personal enjoyment is an essential part of the fullness of life. How do you best gain satisfaction -- from walking through the woods, reading a book, playing golf, playing a musical instrument, etc? A "perfect" day is often filled with special sources of satisfaction. Describe your idea of a perfect day and the feelings that are related to such a day. Is your perfect day filled mostly with things, ideas, or people? Will you be able to gain a lot of satisfaction from teaching?

10. THE TEACHER AS A RESPONSIBLE HUMAN BEING
Teaching may be a method of making a living or it may be a vocation - that is - a calling to serve others in a responsible way. Why are you considering teaching as a career? Do you feel a compulsion to help others, even beyond reasonable limits? Do you feel any responsibility for current social problems such as city ghettos, increased crime, increased drug use, mental illness, or neglect of the elderly? Do you sometimes get guilt feelings for not becoming more involved? Does a feeling of powerlessness relieve you of guilt and responsibility? Do many people confide their problems to you? How do you interpret this? What emotions does this stimulate in you?

11. TEACHING VITA - HOW TO SAY NICE THINGS ABOUT OURSELVES AS PROFESSIONALS
While a teaching vita gives the vital statistics that can be quantified (such as how old a person is and how much educational experience one has), it can also dare to go beyond and verbalize all that is good, decent and lovable in yourself. At the end of your vita make a statement of your uniqueness that will bring a real contribution to the school you serve. "The strength that I bring to the school ..."

12. THE TEACHER AS AUTHORITY FIGURE
While teachers have legitimate authority in the classroom, they also are subject to authority of the supervisors, administrators, and school board. In relation to authority are you a conformist who wants to please those in authority, or are you a rebel who basically sees authority figures as always being in the wrong? Listen to and describe the pattern of your emotional reactions to authority figures.

13. THE TEACHERS AND CULTURAL PROGRAMMING THAT SUPPRESSES EMOTION
Teachers and students sometimes experience emotions but cannot admit or express these feelings to others. Somehow in our social environment we have been programmed not to admit or express certain emotions. For example, men are often unable to admit fear or jealousy. Describe the one emotion that you find most difficult to admit and express, and as far as you can locate its roots, express the reasons for the difficulty. For example, "I have great difficulty admitting fear because my father taught me that a real man is never afraid."

14. EXPLORING THE DIMENSIONS OF A TEACHING COMMITMENT

The call of commitment to the vocation of teaching is the decision-commitment to bring satisfaction, security and development to others. Once we have made the commitment to teach we need to ask ourselves, "Am I going to carry on the daily tasks required of a teacher because I have to or because I want to?" Is the decision to teach a joyful, eager "want to" or a joyless "have to"? In other commitments that you have made what do you do when things don't go well -- do you feel discouraged and tend to back out of the commitment, or do you become stimulated and determined to overcome the difficulty and accept it as a challenge? How do you feel about the commitment path you seem to be following right now?

GETTING STARTED

Below are three activities that Professional Seminar Leaders might consider in initial meetings to get students to know one another. There are many others that might also be considered that you have used or that someone else can share with you.

1. Ask the seminar members to study the composition of the group quietly and decide upon some descriptive words that describe themselves in reference to the others. (Example: youngest, tallest, one with the longest hair, one with the loudest shirt.) Then have each member of the seminar give their descriptive words, explain, and test the accuracy of the self-perception with the group.

2. A map of Wisconsin can be obtained from the State Department of Transportation or from a service station. Post the map in the seminar room and have each participant write in his/her first name on the map as he/she tells the significance of their hometown while also disclosing important data about oneself.

3. Give the students blank 5 x 8 index cards that can serve as large name tags. Also have masking tape ready for students to attach tags to themselves. Have each person write the name he/she would like to be called in the seminar in large letters in the center of the card.

    - Around the name write three words that describes the school you attended that you would like others to know.

    - In the upper left-hand corner put the name of two people with wide public acclaim - living or dead - that you admire.

    - In the lower right-hand corner of card list three things that you like to do.

    - In the upper right-hand corner rank the order of what you think the goals of schools should be -- in order from the most important to the least important. Example:

        - Give students wisdom
        - A preparation for life
        - Develop the student's self-worth

    - In the middle at the bottom of the card indicate the name of the teacher who made the greatest impact upon your life.

Ask each seminar member to put on their name tag and to mill around the room slowly, without speaking, looking at other seminar members' name tags. At the end of the milling session get seminar members into trios, with three people who do not know each other, sitting together. Have them share data found on the name tags.

Conditions for Discussion

1. Setting up ground rules.
   Ground rules can be simple, like not raising hands to speak, talking directly to one another rather than always addressing remarks to the teacher as though he or she was some sort of supreme information exchange. A ground rule may determine whether the discussion should evolve in small groups or in the total group. Ground rules can also be more subtle and complex, like getting students to begin to see the difference between having to understand someone else's point of view rather than having to accept it.

2. Asking questions.
   There are many ways of looking at question-asking. For example, questions can be divergent (more than one answer) or convergent (only one right answer). Both aren't always appropriate. Divergent questions usually stimulate more discussion, probably because they increase the odds of a student having a "right" answer. Questions can also be initiating, as when one starts a new interchange or sets up a new idea, or extending, as when one questions a student on a response that has been unclearly or incompletely stated. Both initiating and extending questions have their time and place in a discussion.

3. Making statements.
   Teachers introduce information into a discussion or express an opinion or even become adversaries. Does the teacher carry a lot of extra belt? A teacher can crush some egos in a hurry if he isn't careful. Taking a stand is really a matter of style. One personality does it one way, one another.

4. Responding.
   Teachers can encourage students to get involved or reinforce their contributions or tactfully inform them when they're wrong. Teachers can smile, nod, and attend to what students are saying.

5. Talking about the way the group is talking is sometimes referred to as "processing."
   Students focus on the way they're going about their discussions. For example, people don't always listen to what someone else is saying. When this happens, it merits taking "time out" to get them tuned in to each other. A lot of "nots" deserve this kind of time: not examining assumptions, not allowing some silent time for thinking, not allowing someone to take an unpopular stand, and so on.

6. Perhaps, shut up.
   Students often have very good things to say to each other. At times like these, why not just keep teacher out of it? Sometimes the best teaching is to do nothing.

On page 12 is some space to think through in writing the lesson you plan to teach.

Topic or Issue:

1. How will I set up ground rules, if any?

2. What pivotal questions will I use?

3. What will be my role in the discussion?

4. What procedures will I use to process the lesson?

5. How will I use teacher silence?

6. Did the style, the lesson, work? What's my evaluation?

RX FOR LEARNING

How Do I Learn? An analysis.

LIST BELOW THE FIVE MOST POWERFUL LEARNING EXPERIENCES THAT YOU CAN RECALL.

1. _____

2. _____

3. _____

4. _____

5. _____

Each experience should have lasted a discrete period of time lasting for a few minutes or during a year.

CRITERIA FOR ANALYSIS:

1. Where
   In what kind of setting did the experience take place - classroom? Was that setting an integral part of the learning experience?

2. Who
   Was the learning something you did alone or with other people? Was a teacher involved in bringing about the experience? Were you? Was it spontaneous?

3. What
   Was what you learned "subject matter" or was it unusual and/or personal? What was special about what you learned?

4. When
   Was there anything unique about you at the TIME that the learning took place? That is, did you have a strong need or desire to learn at that particular time?

5. How
   What learning processes did you get involved in to learn what you learned? That is, did you read, discuss, think about, actually do whatever is involved in what you learned?

SHARE YOUR EXPERIENCES WITH SOME MEMBERS OF YOUR GROUP.

- draw some generalizations about how you best learn.
- are experiences within the group similar or unique?

Describe and PRESCRIBE the conditions that must exist in 12-112 Professional Development Seminar to equal or replace one of your top five learning experiences. Write down your prescription and hand it to your seminar leader.

DEALING WITH FEELINGS

Purpose: To let the student try on the role of "affective" teacher to see how it works out in his/her teaching style.

Directions: See one of the Critical Moments in Teaching films available at the Educational Materials Center - such as "I Walk Away in the Rain" or "Give Me Instead a Catastrophe". Let students roleplay responses they would make as teachers to the open-ended situation that arises.

Things to think about when trying on an affective role:

1. Clarify the problem
   Who has it? Should the teacher face it or is it better left alone? Is the problem temporary and nonserious in nature that might disappear in time? Is this student the only one involved or is he/she the most obvious barometer of a general attitude in the classroom? Teachers need information. Too often the teacher acts upon premature judgments. Perhaps the teacher could ask students questions that will help diagnose the best course of action. Remember that the best course of action may be to honor a student's need for privacy. How can the teacher honor privacy and still indicate a willingness to help? Anti-social behavior sometimes occurs for very good reasons. Just because how a student has chosen to respond is inappropriate doesn't necessarily mean that why he is responding is unjustified. The teacher should avoid taking action until there is a clear picture of the problem.

2. Responding to the incident in a way that doesn't make a "bad person" out of the student.
   There are many ways to communicate disapproval of an act without communicating disapproval of the person. Here are several such ways:
   - Empathize with the student. Understand and identify with what he/she is feeling and why he/she is feeling that way. COMMUNICATE that understanding to the student so he/she knows you understand. Then explore what teacher and student can do about the situation.
   - Respect the students. Assume that every student is doing his/her best to act constructively within the context of his/her needs and perceptions. Assume, too, that students are willing to do what is best, if only they knew how to do it. While this assumption won't always be accurate, it's almost always the correct one to start with.
   - Try to be a real, authentic person. The teacher should become aware of his/her own feelings and how they affect his/her perceptions and the responses to the situation. In many cases the teacher can put students at ease and communicate respect for them by being honest and open about present feelings.

3. Extend the learning that takes place as a result of the incident.
   Not only can the teacher help students become more conscious of their feelings and better verbalize them, but can also bring them to a deeper understanding of these feelings. While the teacher assumes that students are trying to act constructively, he/she can also help them find more mature ways of responding.

After the roleplaying of the incident, see page 16 for some things for review.

After the roleplaying, here are some things for review:

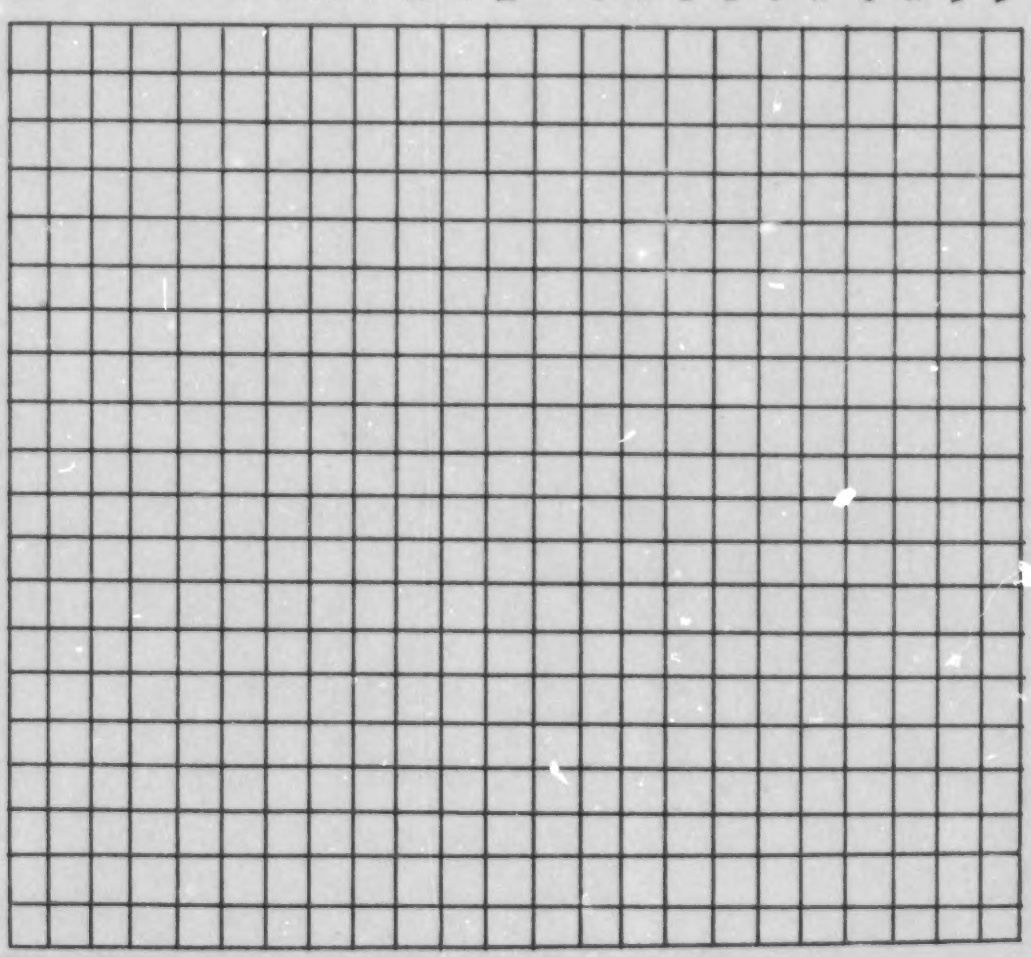
- What was the problem?
- What kind of information did you collect?
- How would you characterize your response?
- Did you extend the learning in any way?
- Who learned what as a result of the incident?
- What is your evaluation to this approach to teaching?

REFLECTIONS ON THE PAST

1. Review your past classroom experiences in a systematic way.
2. Interpret the data to gain insight regarding teaching effectiveness.
3. Compare past data with present teaching practices.

INSTRUCTIONAL ACTIVITIES
THAT ARE REMEMBERED FROM
SCHOOL EXPERIENCES

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



WHAT I ALWAYS WANTED TO LEARN, BUT HAVE NEVER FOUND THE TIME, THE DIRECTION, OR ENERGY

Purpose: To get a notion of self-directed learning.

Learn something on your own - with very little help. You may want to use the exercise on page 256 of Exploring Commitment to help give you direction in what you want to do. Self-directed learning is what you will be called upon to do when you graduate from this institution and commence your life's vocation. The problems you will encounter in directing your own learning will probably be related to the number of independent learning experiences you have had in the past. Take some of the freedom that you think learners should have and learn what you want to learn - BUT do it. You can justify doing it, because you are getting credit in this course for doing your thing - that is learning what you want to learn. Wouldn't it be a trauma if you discover that you are intellectually dead and you don't know how to go about learning something on your own that you want to learn.

Typical schools of the past and present spoon-feed information to highly dependent learners. Seldom do people at any level have an opportunity to direct their own learning and to learn those things of importance to them. This is your chance to learn something that you want to learn. In the next decade I hope that education will free the learner to become self-directed. That's what open education is all about. If you want to teach in an exciting classroom environment, right now it is important for you to become an independent learner. I hope you have done it many times. Please spend some time to complete the following sentence. It will help give you direction in your self-directed learning:

After thinking it through, I have decided that I want to learn ___

_____

_____

When you have figured out what you really want to do, find the help you need from other people and do it. Do something that you can really get excited about and share your plans with others so that they, too, can get in on your fun. Don't ask the type of questions you have learned how to ask in schools - questions like: Will this experience fulfill the requirements of 12-112? Does the learning need to relate to teaching? How can I prove to you that I've completed the assignment? These questions sustain dependence. They require that someone else make basic decisions that should be yours to make. These questions have little to do with learning.

Learning should be fun; perhaps it involves hard work, but it is work you design and you enjoy doing. You're on your own. Get to it. If you do have a neat experience that you would like to share I would enjoy hearing from you as a friend and helper, not as an evaluator, judge or director of your learning. Your job is to direct, evaluate and judge your own learning.

EBUE CREATIVITY EXERCISE

Purposes:

1. Students will construct, without verbal communication, an organized Ebue.
2. Students will discover effective modes of often used non-verbal patterns of communication.
3. Students will discover that order can be created from chaos in group process.

Materials: One Ebue Kit for each group of five or six people. The following materials should be in a large envelope marked - INSTANT EBUE KIT.

6 sheets in assorted colors of construction paper

1 pair of scissors

1 roll scotch tape

1 newspaper

1 colored marking pen

4 pipe cleaners, or string, or yarn

Procedure:

Divide the PDS into three groups of about five students that sit around a table or on the floor. Have the groups discuss the use of imagination and how to be free and creative.

Tell the story of the Ebue (page 20). Embellish as you wish, being careful only to avoid describing the Ebue.

Give each group an INSTANT EBUE KIT. Instruct each group to construct one Ebue. The only restriction is that the group cannot use any verbal language, oral or written, to communicate with one another in ANY way. They have 20 minutes to build their Ebues. Go!

At the end of 20 minutes, look at the Ebues. Allow groups to explain their Created Creatures. Discuss what happened in terms of group process and the types of communications that developed an organized Ebue. Enjoy as a group the creative creatures that emerged in the process.

You may expand and elaborate on the story as you wish, but be careful NOT TO DESCRIBE THE EBUE.

THE EBUE

In early Spring just as the ice is breaking up on Lake Winnebago, the water is dark and murky. The chill of the air and the sound of the waves and ice are the realities of this time of year. The fish are hungry from the long winter's stay under the ice covered lake. The villages on the eastern side of the lake are quiet, with the trees standing crooked along the shore - cold and black against the landscape. The broken ice mounts on the shore as the wind blows over the lake.

Suddenly, in the depths of the lake, something stirs. A tide forms and the water swirls as a mass of energy rises from its year long slumber. Out of the depths of Lake Winnebago comes the Ebue. Only once a year, just as the ice breaks up on the lake in early spring does the Ebue come out - to eat.

He heads for the eastern shore and the nearest village. Up the beach in the cold spring air he approaches the town - ravenous.

He eats two small pigs from a new litter. Gobbles down a farmer on his way to the barn and munches down some giant chunks of evergreens. He eats the wheels off of a farm wagon and enters the village as he munches a red Volkswagon.

When he is full, eaten everything in sight, his eyelids get heavy and he has need for an after dinner nap. He slowly, sluggishly lumbers back into the water and heads for the depths of Lake Winnebago where he will sleep for another year.

STUDENT FEELINGS AND THE TEACHER

HOW DO I FEEL WHEN ...

...the teacher surprises me with something nice?

...the teacher seems to appreciate me?

...the teacher laughs at my jokes?

...I think that the teacher is not recognizing my needs?

...I make a mistake and the teacher points it out?

...I am late and the teacher has to wait for me to start the activity?

...the teacher is late and I have to wait for him/her?

...I try to convince the teacher of something and he/she can't accept it?

...the teacher seems to be rejecting my feelings?

...the teacher praises or compliments me?

...I am confronted with or think of that which I fear most?

...I think that the teacher is judging me?

...the teacher becomes violently angry with me?

...the teacher makes a sacrifice for me?

...others notice the closeness between the teacher and me?

...I reflect that the teacher really cares for me?

...the teacher seems annoyed with me?

...I have the opportunity to be alone?

...I have to apologize to the teacher?

...I think the teacher is taking a superior role in the classroom discussion?

...I do not seem able to reach the teacher?

...the teacher frowns at me?

...the teacher is being too hard on him/herself?

...the teacher smiles at me?

...the teacher reaches out to touch me?

HOW DO I FEEL WHEN...

...the teacher interrupts me in conversation?

...the teacher says "no" to one of my requests?

...I think I have hurt the teacher's feelings?

...the teacher apologizes to me?

...the teacher helps me locate my feelings?

...I hear from others that the teacher has "bragged" about me?

...I hear from others that the teacher has complained about me?

...some other interest seems more important to the teacher than I do?

...the teacher seems to be holding something back from me?

...I am holding something back from the teacher?

...the teacher displays strong anger?

...the teacher displays strong sadness?

...the teacher displays hurt or despair?

...the teacher is sick?

...the teacher asks me to help him/her?

...I think the teacher doesn't believe me?

PUSHING A "CAUSE" IN THE SCHOOL

Purpose: To put in writing something that schools should do to improve society.

In pairs, or alone, choose some interest group or concern that you would like to represent, such as:

- improved tax laws
- importance of responding to the poor in American society
- women's rights
- environmental protection
- improve TV programming
- decency in literature
- racial injustice
- overpopulation
- abortion
- right to life
- rights of Native Americans
- alternative schools
- integrity in government

List the main points you would use in a letter to a superintendent of schools given the following situation:

> The group you represent appointed you to visit the school superintendent to see what, if anything, the schools were doing to support your cause. As you visited the superintendent was polite and sympathetic and did not doubt that the schools could do more than it is presently doing, but was not certain how to proceed without offending those in opposition and unduly causing tension in the community. She asks you to write her a letter specifying what you thought the schools could and should do concerning the issue. She mentioned that she would bring the letter to the attention of the Board of Education and would support any reasonable recommendations which the letter contained. Again she cautioned you against recommending actions that would be unfair to the opposition and cause permanent rift within the community. With that, she wished you good luck. Your task, then, is to write a letter saying how and why you believe that the schools should support your cause.

SHARE THE LETTERS THAT ARE GENERATED!

Can the school take such stands? What are the criteria that would be used in deciding the chances of an issue being accepted?

PERSONAL CREST

Purpose: To help students become aware of their self-perceptions.

The checking of key ideas of self is a task that a teacher should be constantly in touch with. The development of a "personal crest" which may serve the learner to discover an evolving idea of self that is reworked every few months until it is culminated with a display of developed "crests" that provides a concrete evaluation of self at the end of the school term. The areas of greatest achievement and strengths give some indication to the teacher of the key ideas of self. The "personal crest" can also be utilized as a reporting activity in many academic areas. For example, instead of requiring a book report on Tom Sawyer, the teacher might open the option of making a "personal crest" for Tom. If the student could indicate the six areas asked for on the crest it would be a fine indication of the youngster's insight into the work. Biographical reports in science or social studies can also utilize the "personal crest". The shape of the "crest" should relate to the uniqueness of the student or the character of focus. "Coat of Arms" or "shield" indicate a war-like nature which may or may not be relevant to the learner. The "personal crest" expands freedom. Color can be emphasized during instructions to develop sensitivity of the student to color preference. The array of colors chosen by the various students may help the learner see that a choice is a very personal thing.

Materials Needed for the "Personal Crest"

Rainbow assortment of construction paper

Scissors

Glue or paste

Crayon or felt pens

Structure of the "Personal Crest"

Directions for constructing the "personal crest" should include the following six areas. There need be no particular order, but it might be suggested that the area seen most important by the learner be of central focus in the crests.

1. Indicate by words or symbols what you consider your greatest achievement.

2. Describe two strengths that you have that are important to you.

3. Depict your long-term goal - the thrust of life has a direction that you hope will lead you to some desired end.

4. Show by words or symbols the one thing in life that you most resent. That might be the thing you are most against in life.

5. Identify in writing or symbol the three works you would like to be remembered by when you are not around or after you have lived out your life on earth.

6. Indicate what you would die for in this life. Death might be viewed as physical, social or vocational. For example, you may have a job that would be lost if you stood fast upon a basic principle that was fundamental to your life.

Curricular Areas for using the "Personal Crest"

- for reporting on a film that portrays a main character
- for giving a book report or reporting on the author
- for organizing biographical information
- for introducing a new student to the class
- for advertising the characters in a play
- for introducing a resource person to a group
- for getting insight into the child's family members
- for identifying the student's work station at an open house
- for a personalizing art project

The "personal crest" offers an option that may make the classroom more enjoyable for some students - especially if it is offered with verbal and non-verbal alternatives. The technique is one that will aid the learner to get in touch with himself and see himself as a unique, feeling individual. The "personal crest" can serve as an instrument for tying the cognitive endeavors to the student's feelings. The "personal crest" helps to educate the whole child by calling affect into the instructional process.

RECALLING TEACHER TRAITS

Recall three teachers that you have had: 1) the very best teacher you've ever had; 2) the very worst one you've ever had; and 3) the average teacher you had as a student. Under each heading below, list both strengths and weaknesses of each of your three teachers. Take care to describe specific teachers that you can identify. Avoid generalized composites of good teachers, average teachers, or bad teachers.

Your Best Teacher

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

Your Average Teacher

_____	_____
_____	_____
_____	_____
_____	_____

Your Worst Teacher

_____	_____
_____	_____
_____	_____
_____	_____

* * * *

Debriefing Questions

1. What do you conclude?
2. What separates the good teachers from the bad?
3. All teachers, even the best, have weaknesses. Good teachers usually compensate with some outstanding traits. Is this true of your good teacher?
4. Imagine some future student making a list of your characteristics as teacher. What do you think would be listed as strengths and weaknesses? Under which of the three headings would you appear?

DRAW A TEACHER

Purpose: To help students become more conscious of their personal image as teacher.

Directions: Draw a picture of a teacher teaching a class on a clear 8½"x11" piece of paper. Don't let the lack of artistic talent impede the activity. The drawing is not for public scrutiny but only for finding about self as teacher. Take as much time as needed to draw the picture.

1. The Teacher
   Are you the teacher? Why? Why not?
   Is the teacher drawn in much greater detail than the rest of the picture? If so, does it suggest that your concerns right now reside primarily with the teacher rather than with students or subject matter or something else?

2. The Students
   Are students depicted? Does an absence of students suggest to you a relative lack of concern with them? Are the students all drawn alike? Or are they individuals? Look at the relative size of the teacher and students. Does the teacher dominate the picture? If so, why did you draw him that way? Are the students active or passive, interested or bored? What accounts for your depiction of them?

3. Social Relationships
   Is the teacher as close to the students as they are to each other? Does a distant teacher presume a desire for little social contact on your part? Does the teacher "hide" behind a desk or lectern? What can you say about the teacher's relationship to the students: lecturer? helper? discipliner?

4. The Setting
   What setting does your picture suggest? How are the students arranged: in conventional rows or in a more informal manner? Is any concern with subject evident? What kind of subject matter? Are the students seemingly a source of information and initiation or are they depicted as passive receptors?

ENRICHING HUMANNESS

Purpose: To initiate an experience that will facilitate personal growth.

A small-group experience.

Developing a lesson that has the potential to enrich humanness may be difficult.

1. Create an experience that has the potential to allow students to examine, evaluate and share an aspect of their humanness. Here are some examples:

   - Dig out an object from your purse or pocketbook of which you are proud. Sit in small groups and share with others that one thing of which you're proud.

   - Which would be hardest for you: to be a prison guard? to be a routine assembly-line worker? to try to collect bad debts from poor people who bought encyclopedias? Each person writes down these three in the order that they would be hardest for him. Put the hardest first. Then compare the lists with others in the group. Discuss your rationale for choosing and your feelings about each career. Who does choose these careers? Why?

   - Sit in small groups. Each person talks on the topic the teacher calls out. If each has already had a turn before you call out the next topic, just continue to discuss the issue informally. (The teacher calls out topics such as: things I hate to do, difficult problems I faced, the first time I rode a bike, open admission at the university, living in the dorm, doing things I dislike in order to be accepted)

2. Engage students in the experience and help them become comfortable with it. The key here is a supportive atmosphere and perhaps a comment on the rationale for the experience -- that it's useful to spend time once in a while getting to know ourselves and each other.

3. Help students draw their own conclusions from the experience. Help each student establish his own personal meaning out of what has taken place and be able to accept that meaning. Also help a student find ways of changing himself if he concludes that that is important. Being supportive and nonjudging is critical for these acts.

Below and on page 30 is some space in which you can think through the lesson. You might find the headings a useful guide for providing feedback to friends who want to develop strategies for humanizing the classroom.

1. How did the experience allow you to focus on your humanness?

2. How comfortable were you with the experience?

3. Were conclusions drawn?

4. Did the lesson work? What's your evaluation?

5. What are some other ways that you can think of to humanize the classroom?

TEACHER APPLICATION FORM

Purpose: To assess your career goal and identify its problems and promise.

Directions: Answer honestly the questions below. This form is private. You need not share your responses with anyone. Would you answer the questions differently if you were actually applying to a school position?

1. For what position are you applying? Why this position?

2. What have you done or are you doing that prepares you for it?

3. What are your most favorable characteristics for this particular position?

4. What liabilities will you have in this position?

5. Will you still want this position in five years? Explain.

6. Why should a school hire you?

7. Name three references to whom school officials can write.

HIRING A NEW TEACHER

You have been asked to rank the following candidates to work in your school system.

Candidate 1: Forty-year old female, single, lives alone. Eighteen years outstanding experience, highly successful with typically unsuccessful students. Possible lesbian relationships.

Candidate 2: Twenty-four-year old male, single, two year's experience in ghetto school. Near genius, outstanding recommendations. Leader of local black-power group; his students use African names and openly reject "slave" names.

Candidate 3: Thirty-five-year old male, married, father of six. Community-minded, interested in Cub Scouts. Known for having very well-organized, planned lessons and classes. Ten year's experience with outstanding recommendations.

Candidate 4: Forty-year old male, single, living with aged parents. Extensive experience as local businessman before returning to college for credentials. Just completed requirements and received $5,000 grant to work with junior high school students in distributive education. Excellent recommendations.

Candidate 5: Twenty-six-year old female, divorced, supporting self and three small children alone. Highly creative; three year's experience; outstanding recommendations on professional capability.

Candidate 6: Forty-eight-year old male, highly respected former minister who left pulpit to work full time with children. Has just completed teaching credentials with excellent recommendations from university faculty and student teaching supervisor.

Candidate 7: Fifty-eight-year old female, widowed. Twenty-five year's experience, including three years in the Innovative Schools of England. Wants to incorporate Innovative concepts here.

Candidate 8: Twenty-two-year old female, single, with year internship and outstanding recommendations. Voluntarily tutored all four years in college, including full time in summers. Living openly in the community with a man of another race.

See page 34 for Questions regarding these candidates.

QUESTIONS:

1. What qualities or characteristics in elementary teachers do you value most highly? Will you feel the same way when considering your own children?

2. What qualities or values have little or no relevance for you? Will they remain stable?

3. Were you protecting anything in yourself in the choices you made? If so, what? Do you want to continue protecting that?

4. How would you have fared in your committee if you had been one of the candidates?

5. Would it make any difference in choice among the candidates if this were a job at another level of education? How would it make a difference? Why?

STRUCTURED MEDITATION

Structured meditation is a conscious form of building new personal knowledge by expressing, enjoying, and shaping the knowledge one has through a free flow of the imagination. A common theme is used to direct the flow of the mind's ideas, past experiences, and knowledge into a new structure. The structured meditation is used to help the student get in touch with his feelings, knowledge, and concerns through recall and projection. He becomes more aware of himself in a private, non-threatening manner.

Before beginning this strategy, the Personal Development Seminar leader needs to establish a few ground rules so that the learner will lose any guilt he may have about using his imagination. Basically, American culture has taught that it is a nonproductive endeavor to use one's imagination (sometimes called day-dreaming); but Gestalt Therapy, explored and developed by Fredrick Perls, found the imagination to be a very useful tool in a learning environment. Students should be instructed neither to feel guilt nor to judge the process or the fruits of the meditation. The learner should accept his meditation as it comes out and not attempt to analyze it.

The leader should take care to explain the ground rules, the purpose of the meditation, and the need for freeing the imagination to wander where it chooses. The director should go slowly, allowing all the details of the memory to be fully experienced. In fact, he should take the meditative trip, too, in order to pace himself. Time should be provided for differences. When nearing the end of the directed meditation, the director should tell the learners the end is near -- then wait quietly for everyone to return to the "now" world.

Structured Meditation of Teaching Commitment

Review words or phrases you would choose to describe the most significant teacher you every had. Get comfortable and close your eyes to visit that teacher. Walk up to the school; walk up to the door; take hold the handle; and open it. Familiar sights and smells return as you enter and walk down the hall. Who are the friends that you walk down the hall with just before you go to this favorite teacher's class? How do you feel when you walk into the classroom? Recreate the environment of this room. What artifacts can you recall? Look at the teacher -- what does he or she look like? Look at the eyes. What do these eyes say to you? Look at the mouth. Is it a responsive mouth? Describe your relationship to the teacher. How do you feel about yourself when you are in that teacher's presence? There is a task to be done in that class -- what is it? Describe how you feel about the learning tasks you receive from this teacher. Is the task threatening -- or perhaps too easy? Why do you do the task for this teacher -- is it the task, the teacher, the help you will get, or the reward at the end of the task? What does the teacher do when you get stuck? How does he get you moving again? When you have success, what type of celebration does he plan? Is it a warm look, written comments and a mark, a party, verbally sharing your success with your peers, or some other type of celebration? How about freedom in his class -- did you prize the learning tasks? Did you have a chance to choose it freely? Did you ever tell this teacher how significant he was in your life? Tell him now, as honestly and as completely as you can, why he was so significant in your life. Take your time with this meditation. When you feel like it slowly open your eyes and come back to the present.

PLANNING A CELEBRATION

Purpose: To celebrate the achievement of a sub-goal and the completion of a class.

The course ends with the next meeting. What would constitute a fitting celebration? Does the Personal Development Seminar meet in the same way and continue sharing or does it plan a celebration?

1. What should the seminar leader do in getting ready for the celebration?

2. Should each PDS member have a responsibility for the celebration? What should it be?

3. How do seminar members express in sign and symbol what has been shared together?

4. Is food and drink fitting for a celebration of this type?

Format for Planning a Celebration:

Theme:

1. Where should it be?
   Special setting?
   Special equipment?

2. What activities? How will it start? Individual or group? Formal or informal? Planned or spontaneous?

3. Special guidelines - What should attire be? When arrive - When leave? Identification of "peak" activity.

4. Financial arrangements - Community cooperation - Teacher underwriting?

5. Set-up and clean-up of celebration area. Who? When? Special considerations?

6. Determining celebration participants. Who should come? Seminar members? Guests? Required? Optional?

EXAMINING THE PROFESSIONAL DEVELOPMENT SEMINAR

Has this Personal Development Seminar or any experience related to it or stimulated by it been potent enough to replace one of the five most potent learning experiences that you identified early in the course? If it has, could you share your sense of accomplishment?

Unfortunately, the odds are that for the majority it hasn't. If that's your situation you may be able to increase your learning about learning if you can figure out why you experienced only limited success.

1. To what degree was it your fault as a learner?

2. To what degree was it my fault as a teacher?

3. To what degree was it the fault of the learning materials?

It was nobody's fault, but rather:

STUDENT FEEDBACK FORM
FOR
PROFESSIONAL DEVELOPMENT SEMINAR

Please mark the appropriate space on the following continua. The environment of this classroom for me is ...

COLD _____ WARM

Comments:

DISCOURAGING _____ ENCOURAGING

Comments:

USEFUL _____ USELESS

Comments:

LETS ME BE MYSELF _____ ASKS ME TO PLAY ROLES

Comments:

HARD _____ SOFT

Comments:

FUN _____ ARDUOUS

Comments:

FREE _____ CONSTRICTED

Comments:

COMFORTABLE _____ UNCOMFORTABLE

Comments:

SUCH THAT TIME GOES BY SLOWLY _____ FAST

Comments:

MAKES ME THINK IN NEW WAYS _____ OLD WAYS

Comments:

WHAT STRATEGIES HAVE PDS STAFF FOUND PARTICULARLY EFFECTIVE IN THEIR GROUP FOR DEVELOPING SEMINAR RAPPORT?

A wide variety of four games strategies that deal with idea of "who am I," "who am I as a teacher," "why teach".
Value clarification strategies.
Communication games and group learning games.

Pairing students to introduce each other.

Discussion. Value strategies. Campus problems (common).

I have difficulty with this, primarily because I see these students only once a week.

Students pair off in the initial introduction.
Small groups of different constituents and used in discussing sessions.

A lot of just listening.

Students introduced each other after an interview.

Dyadic interviews. Group discussions. Coat of arms exercise. Feelings inventory.

Small group consensus production. Value clarification games. Coat of arms personal identity.

Group interaction activities. Introducing - touching - seeing - listening to - various class members in planned activities.

Anything! involving a doing -- not much lecture. Visits to/with international house people seem impactful. School visits would be best if not scheduled at 4:30!!

Having students interview each other and learn everyone's name -- open discussions on goals and both academic and social objectives.

A party at PDS leader's home where we sat in a circle and learned each other's name.

Learning names quickly and calling people by their name several times during, before, and after seminar. Let students know I have time for them. Allowing plenty of time for conferences. Make them sense you care.

Value clarification devices "open up" students to each other. Coffee and rolls, with responsibility shared.

Dyadic interview, mini-seminar in success, brainstorming and many other group dynamics techniques.

INFORMALITY: Instead of TEACHER-CENTERED (lecture), move to student-centered. Students talk on what they want. Special effort on teacher's part to make student realize that this seminar is for student's benefit.

Much small group work -- sharing, brainstorming, problem solving.

Dyadic interviews and introductions. Small group discussions and group presentations.

WHAT APPROACHES HAVE PDS STAFF FOUND EFFECTIVE IN HELPING STUDENTS BUILD A STRONG IDENTITY WITH THE SCHOOL OF EDUCATION?

I think it is first to build a strong identity with teaching and then to the School of Education. It seems to me to build a real strong identity to School of Education without a primary commitment to teaching is in reverse.

Understanding its line -- staff organization -- meeting key administrators -- trip through building -- having seminar in Education Building.

Meeting individually with the instructor.

I stress building a philosophy of education over a period of 4 years so you don't have to pull some philosophy out of thin air when you apply for student teaching.

The blue book guide prepared by Mrs. Mary Hartig and Mrs. Bermingham has been useful for acquainting the students with school personnel, organization, etc.

Develop a real familiarity with many faculty members and whatever they are doing professionally.

Various organizations in School of Education and what they will do for students.

Teaming with other staff members.

Information instrument. (Coordinator's Office) One group heard students who completed student teaching in elementary education, special education, and secondary education, describe experiences.

During goal setting conferences they get to know the team leader (and vice versus). As part of their goal activities they are encouraged to meet with various members of the school. We have toured all facilities. Students have been introduced to the technology available here to teachers in education.

Campus School visits if class hours permit -- visit the offices and see and hear people on the job.

Taking them with you to meet people in various offices in the School of Education -- inviting other faculty members to class.

Field trips to the Campus School for lunch; St. Coletta's; Bethesda Lutheran Home.

Invited them to attend the ACE (Assoc. Childhood Ed.) meeting in Pollock House. Invited students to attend other professional meetings, calling attention to superior teaching. Always discussing co-workers in positive way.

"Open Office" policy - for P.D.S. members only. Urging students to call me at home any hour of day or night if problems arise.

Bringing in colleagues to meet with seminar. Introducing them when they stop at the door. Lunching with students.

Introduction to different disciplines within the College of Education. Trips to educational settings (from Special Ed. to Open Room Education).

Discuss and visit various aspects of our School of Education.

WHAT FIELD TRIPS HAVE PDS STAFF TAKEN THAT THEY FEEL ARE ESPECIALLY BENEFICIAL?

In the past we have taken trips to schools in the area, generally, and felt the trips were beneficial.

Educational Center. Placement Center (D & 30). E M C. Reading-Study Center.

Reading Center. Multicultural Center.

Television Studios and a trip to Jacob Shapiro School. Our trip to Winnebago Mental Health Center was very unsuccessful, unlike other years.

Visit to the Educational Center. Visit to the Day-care center. Visit to the Winnebago State Hospital. Visit to the Multicultural Center. Visit to the Reading Center.

Lunch in River Commons.

None so far this year - Class meets at 12 noon and we have experienced a time schedule problem.

To the Counseling Center. To the open concept school at Winnebago. To the Reading Center. To the EMC.

1 group - Multi-Cultural Center. 1 group - None.

Swart Ed. Center. North High. Shapiro Elem. Day Care Center. Library. Reading Center. Counseling Center. Lincoln Elem.

My hours have not been compatable for this - Schools closed - Plaza open!

Winnebago State Hospital - helpful to all prospective teachers regardless of their majors. Headstart. Open concept classroom.

*See above - "Field trips to the: Campus School for lunch. St. Coletta's. Bethesda Lutheran Home." *(meaning same answer as given for Question #2.)

Reading Center. Head Start. Shapiro School.

To the library. To the Education Center. (Mrs. Kates' room visitation).

Trip to Milwaukee to see a Special Education School (Trainables) where moduling schedule is being used. Trip to Educational Facilities Center in Chicago!

None.

Polk Library - to understand use of Educ. Index, ERIC materials, Gov't Documents and Educ. Materials Center.

Reading Center. Day Care Center. We have plans to visit Campus School & Counseling Center. Always discussing co-workers in positive way.

WHAT SPECIFIC ACTIVITIES HAVE PDS STAFF USED IN THEIR SEMINARS TO HELP STUDENTS DEVELOP LEADERSHIP SKILLS?

Most specifically I attempt to get myself out of a leadership role and try to create a revolving leadership. Also various strategies, as mentioned in question one deal with leadership skills.

Encourage fullest participation.

I have divided them into 3 groups for the purpose of coming up with a list of the characteristics of good teachers they have had. They have to organize the group so that someone takes a leadership role to report the results.

Rotation of chairmanship for class discussions. Specific assignments to arrange for visits. Committee leadership for various activities.

Organized listed objectives and strategies for teaching. All girls in seminar on safety measures to take when trouble develops in automobile.

They have formed committees of interest & given reports.

Teaching assignments within PDS assigning each student to St. Peter School or St. Joseph School to assume responsibilities there on open format for discussions.

Small group activities with group appointed leaders. Some PDS's have always taken responsibility for assisting with out-of-class professional growth experiences.

Chair committee assignments - plan large group involvement.

Allowing them to engage in some decision making exercises, e.g. - small group discussion on good teacher qualities which they must identify and rank in order of importance. Allowing them to plan a class hour activity.

We have allowed students to formulate their own plans to allow leadership to develop naturally.

Reporting to class - if they were one of two or three that had attended some activity that would also interest others. I'll be eager to lead others.

None that I recall.

Opportunity to volunteer to help in Mrs. Kates' room - conducting seminar as a seminar with instructor as a facilitator of discussion rather than "the star."

Given suggestion for outside classroom activities by which we can get to know each other better and have students take over details.

Have had them make presentations before the class and have discussed the roles related to leadership.

(Note: 3 people did not answer this question)

IF PDS STAFF HAVE WORKED WITH PDS STUDENTS OUTSIDE OF THE GROUP STRUCTURE,
HOW WOULD THEY DESCRIBE WHAT THEY DO?

Mostly in counseling relationship - sometimes a type of goal development - sometimes first talking - this also has a good deal to do with opening channels of communication between faculty and students.

Interviews - Discussions in my office.

I talk with them individually in goal-setting conference. I would like to have individual conferences again at the end of the semester, but things get too hectic in our office & I'm afraid the students would have to sit & visit too long.

Each develops own objectives in consultation based on <u>their</u> interests whatever the subject area.

Personal conferences.

Counseling them on personal matters & on course scheduling.

Conference with individuals concerning goals and identification of individual aptitudes.

Conferences.

I have individual conferences with each student to discuss goals. I encourage their coming to the Academic Advisement office with their questions & problems.

I haven't made any plans to date.

Open door policy for conferences (many walk-ins without appointment). Read original poetry submitted and encourage it.

N/A

Visiting outside sources; reading center, counseling center, etc.

Individual conferences - required - discussion of objectives or goals and their accomplishment.

(Note: 5 people did not answer this question)

WHAT METHODS OR ACTIVITIES HAVE PDS STAFF USED IN THEIR GROUP TO DEAL DIRECTLY WITH THE LECTURE COMPONENT OF THE 12-111 CLASS?

Not much - but if I do, I generally use something from the book as a way to begin a discussion.

None.

I have watched the lecture and found most important items to discuss.

None.

Discussion of values, sample teacher responsibilities.

Review its effectiveness and relavancy. Use quiz questions in discussion.

They have been interested in going over certain answers to questions in book. Students have enjoyed video tape.

Role-playing activity on the "isms". Going over quiz questions. Work on teacher contracts, salary schedules, etc.

Check tests and research problem questions. Reference to guest activities in appendix occasionally.

Students are encouraged to share ideas, reactions, complaints during first part of in-class hour. One class used a rating sheet to evaluate a number of the telecasts.

Checked tests each week and discussed controversial answers.

Very little - although I encourage them to ask questions about the lecture if they have any.

Very little except offer to help if necessary.

Asked for reactions. Clarified things not understood.

Review quizzes which are passed out. (Most seminar groups prefer not to do this)

Have gone over quiz questions with group - have responded to questions - expressed interest and added points of information.

None

Discuss related topics.

Discussed questions that were not clear; supplemented explanations of certain subjects - particularly philosophy. Used a Questionnaire designed to help student understand his own philosophical biases or commitments.

' WHAT TYPE OF SOCIAL ACTIVITIES, IF ANY, HAVE BEEN DEVELOPED BY PDS GROUPS?

None - I would call them social relationships.

Visit to our home - refreshments.

None

(1) Play games. (2) Planned Christmas party December 5.

Plans for end of year party in off-campus setting.

None as yet because of time schedule as we meet at noon.

A "coffee hour" at my place. An "Xmas Social" in PDS.

None

Xmas parties.

None more than "a coffee" or rather pizza/coke party at an apartment.

We have had coffee - donut sessions. We meet at the Draught Board one afternoon. Lunches together at the Commons.

Party at Dr. Bowman's.

None - so far!

Party at instructor's house.

Cider and donut party - cake get-together at Union - sundae treat.

Sport games (volleyball)

None

None thus far.

(Note: 1 person did not answer this question)

IN THE PDS GROUP WHAT SPECIFICALLY HAVE STAFF MEMBERS FOUND USEFUL FOR PROVIDING STUDENTS HELP WITH READING AND STUDY SKILLS?

I think I do listening and communicating skills which directly relate to reading and study skills / also I let students know about university services.

None - refer to Reading Study Center.

Visitation to Reading Center. Discussing study skills.

We use the Campus Orientation Quiz in Questionnaire, so they all know what the Reading Center has to offer.

Study skill materials, class study schedules provided by the reading center. Instruction in reading educational journals, magazines, etc.

Advisement office kit gets them going.

Students in dorm had Dr. Dahlke come to dorm and speak one evening.

Visit at Reading Center. Review for the mid-term and/or final together in PDS. Working individually with the students whose goals relate to this topic.

Development of interest in reading the periodical literature in the major they select at this time. Students used Rdg. test sampled in book.

Trips to library and reading center.

The Center visit.

I take them to the Reading Study Skills Center if the majority want to go. If I have a group of mostly freshmen, this works, but not if several students are upper classmen.

We visited the reading center and the Library.

Taken them to Reading Center for a talk on reading & study skills.

Trip to reading center.

Sessions with Dr. Dahlke and staff!

Introduction to Reading Center.

I have gone over various techniques and strategies for improving these skills using their texts, etc.

Visit to Reading Center; Urge students to consider taking advantage of services available.

WHAT SPECIFIC THINGS HAVE PDS STAFF DONE THAT THEY HAVE FOUND HELPFUL IN OPENING THE CHANNELS OF COMMUNICATION GENERALLY BETWEEN STUDENTS AND FACULTY MEMBERS?

I try to be open with students / I also suggest many other faculty members are open. First, I guess, I listen and attempt to establish some type of trust relationship.

Informal approach.

Individual conferences.

I encourage students to get acquainted with teachers, to be sure that the teacher can put a face to a name in his grade book.

Individual conferences initially assigned. Unscheduled appointments during office hours.

Found it really great to have PDS at noon hour. Have informal lunch with them.

Some students have interviewed faculty members.

Inviting faculty as guests in PDS. Suggesting strategies in PDS that students can use to resolve problems re: communication with faculty.

Work with two counselor graduate students who plan involvement activities.

Describing roles of faculty in various capacities. Inviting pupil to meet them or where needed, setting up meetings. (e.g. Berlin project)

I have invited other faculty members to class. As an academic advisor I have helped students in contacting their instructors about course problems and encouraged them to do so.

Not too much. Liason interaction a few times.

We are on a first name basis. We will interview each student individually next week.

Asked them to discuss gripes and also write them down. (I avoided names of people). Mostly annoying situations that keep students unhappy.

Open office. 24 hour invitation to call at home.

Open door policy - Work on a "Facilitating press" - Informal, warm, comfortable, happy, free of tension, friendly.

Developed a casual atmosphere where leader does not "lecture" but presents educational strategies. Students interact to possible solutions in education!

Group discuss, stressing being open minded and frank.

Used Advisement questionnaire - Mention specific people who are experts in areas in which an individual student is interested.

IN TERMS OF DISCUSSION, WHAT TOPICS HAVE SEEMED TO BE DISCUSSED MOST FREQUENTLY?

Almost always our discussions deal directly or indirectly with teaching: Grades. The teachers' art, asking questions, descriptive behavior, movie, curriculum, personal weakness. Teaching behavior, learning, School of Education.

Placement. Educational Center. Admission Requirement. Graduate School. Teacher Certification and salaries.

Value. Students in h.s. not adjusting well (his needs).

What makes good teaching? Open versions closed schools. Pros and cons of university services.

What is teaching all about? How do I become a good teacher? Humanism in teaching!

Private school education - particularly church school setting.

They were interested in discussion of material in text. Dorm life, food, attitudes of friends, job opportunities.

Exams and grades on campus. Qualities of a "good" teacher.

Personal problems. Housing. Univ. fee.

How college differs from high school.

Their feelings about teachers, teaching, college, requirements, etc. I give students copies of the attached Campus Orientation exercise.* They all must answer some of the questions, and I assign certain portions to 2 or 3 different people. I use this off and on during the semester and find that it generates lots of good discussion.
*(updated every semester) - Note: The attachment is a blue copy entitled "Campus Orientation Quiz".

How to get a job!

How busy they are with school work.

Teacher obtaining a position after graduating. Teacher qualities. Graduate openings. Qualities of Dr. Weisse (most favorable).

Copying: tests - instructors - fellow students.

Staying or leaving school - job market - grades, exams.

Needs of changing curriculum.

Future of education, job possibilities, and surrounding schools and their programs.

Scheduling and selecting programs. - Application or extension of ideas presented in lecture.

ADDITIONAL RESOURCES

Many ideas in this manual have been adapted from activities in those books listed below.

Corwin, Richard C. and Barbara Fuhrman. Discovering Your Teaching Self, Englewood Cliffs, New Jersey, 1975. Barbara Fuhrman helped research the personal development seminars and the book contains many of the ideas she has brought to the professional development component. Some basic ideas in the manual have been spin-offs of Barbara's work that is published in this book.

Fuhrmann, Barbara, James M. Cooper, and Kevin Ryan. Instructor's Manual: Those Who Can, Teach, Boston, Houghton Mifflin Company, 1975. Another Barbara Fuhrman contribution to professional development seminar.

Harmin, Merrill and Tom Gregory. Teaching Is..., Chicago, Science Research Associates, Inc., 1974. An excellent source of activities in the manual are adaptations taken from this text.

Powell, John. The Secret of Staying in Love, Chicago, Argus Communications, 1974. An excellent essay on the value of honest communication and self-evaluation. Some ideas in the manual have been adapted from this book.

Weisse, Dickmann, Morrison. Cookbook For Confluent Learning, University of Wisconsin-Oshkosh, 1974. Many ideas for humanizing the learning environment.